CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Vocabulary in Reading

The term vocabulary has a wide meanings. According to Celce and Muria (2001, p.285), Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". Ur (1994, p.60) argues that vocabulary as the words we teach in the foreign language. Then, Brown (2001, p.377) assert that vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. So, vocabulary is a list of words that the students should learn, in this study is teaching list of vocabulary of English through reading a narrative text to make the students understand about the text.

In learning language, Vocabulary is a basic element of language. Vocabulary in reading refers to a word in text that should be learned to understand the text. Vocabulary has the important part in all of the skills in a language even though in speaking, listening, writing and reading. Students need vocabulary to comprehend what they are reading. The important vocabulary in reading also the more we know the words in text, the more we comprehend the text that we learn. A reader cannot understand a text without knowing what most of the words mean and through reading the students also can improve their vocabulary.

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According to Kintsch & Kintsch (2005, p.83), reading is generally described as involving two skills: decoding and comprehension. In order to make the transition to communicating through reading, the students need a large meaning of vocabulary and effective decoding skills. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. Vocabulary in Reading is a process to understand the meaning of the words on the text what we learn, so the readers get the information from the text. In academic reading a test in school that is usually given after a book has been read like a test of memory to know how far the students understand about their learning.

Readers cannot understand what they are reading without knowing what most of the words mean. The more students read, the more they can build their vocabulary. The knowledge of words and word meanings are equivalent to comprehension of the passage. Reading through vocabulary focuses on using vocabulary to improve the students' reading skill.

According to Michael Graves in Diamond (2006), there are four components of an effective vocabulary program:

a. Wide or extensive independent reading to expand word knowledge

b. Instruction in specific words to enhance comprehension of text containing those words.

c. Instruction in independent word-learning strategies.

d. Word consciousness and word-play activities to motivate and enhance learning.

Ur (1996, p.60) states that there are some items needed to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling

In reading a learner has to know what the word looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that aspects are accurately presented and learned.

b. Grammar

It is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present its plural form, if it is irregular (mouse, mice), or draw learners" attention to the noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to, enjoy-ing*).

c. Collocation

The typical collocation of particular items are another factor that makes a particular combination becomes „right" or „wrong" in a given context. Collocation is word partners, for example *make mistake* not *do*

mistake and *do homework* not *make homework*. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

d. Aspect of meaning: denotation, connotation, appropriateness

Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word *snake* in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotations for the word *snake* could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not.

e. Aspect of meaning: meaning relationship

There are various meaning relationships first is Synonyms that the items have same or nearly the same meaning, for example *bright*, *clever*, and *smart* may serve as synonyms of *intelligent*. Second is antonyms that the items that have the opposite meaning, for example: *rich* is an antonym of *poor*. And any other meaning in relationship such as hyponyms, co-hyponyms, superordinates, translation, word formation.

In effective teaching and learning process, the teacher should know their students in order to make all of the students understand what we teach. These are referred to as differences in cognitive style (also known as learning style) Richards and Bohlke (2011. P.34-35):

a. Visual learners

These learners respond to new information in a visual fashion and prefer visual, pictorial, and graphic representations of experience. They benefit most from reading and learn well by seeing words in books and workbooks, and on the board. They can often learn on their own with a book, and they take notes during lectures to remember the new information.

b. Auditory learners

These learners learn best from oral explanation and from hearing words spoken. They benefit from listening to recordings and from teaching other students, and by conversing with their classmates and teachers.

c. Kinesthetic learners

Learners of this type learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, such as field trips or role plays.

d. Tactile learners

These learners learn best when engaged in hands-on activities. They like to manipulate materials and enjoy building, fixing, or making things as well as putting things together.

e. Group learners

These learners prefer group interaction and classwork with other students, and learn best when working with others. Group interaction helps them better learn and understand new material.

f. Individual learners

Learners of this type prefer to work on their own. They are capable of learning new information by themselves and remember the material better if they learned it alone.

2. The Importance of Vocabulary

Vocabulary is very important in learning foreign language, because it is a basic knowledge in language learning. Celce and Muria (2001, p.285) asserted that "Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". Then, Hughes (1989, p.146) States that knowledge of vocabulary is essential to the development and demonstration of linguistic skill. Furthermore, Thornbury (2002. p.13) state that "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!". In conclusion, vocabulary is very important in learning English. The students should have enough vocabulary to make them easier in process of language learning.

3. Kinds of vocabulary

Nation (2001, p.24) divides that there are two kinds of vocabulary, the first are Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. The second is that Productive vocabulary is utilized actively either in speaking or writing.

Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Knowing a word is being able to recognize it (receptive knowledge) and to use it correctly (productive knowledge). It means that vocabulary is link of the four skills in language. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary.

Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people use in their daily life and conversation. The last writing vocabulary that consists of the words people use it in writing.

4. Learning and Teaching vocabulary

a. Learning English Vocabulary

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring

vocabulary. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of the words, is determined by the context where it is formed and also determined by its relation to other words.

In addition, according to Grauberg (1997, p.15), the process of learning vocabulary involves four stages:

1) Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

2) Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its reference by direct association or because there is equivalent word in English.

3) Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

4) Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then, words would not be forgotten and need to be relearned.

b. Teaching English Vocabulary

The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Harmer (2001, p.155) gives the wide explanation about some techniques for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Vocabulary in Narrative Text

In reading narrative text, the students should know most of the words in the text to understand and get the purpose in reading whether for entertainment, academic or others. Dymock (2007, p.161) states that narratives are more than simple lists of sentences or ideas. Narratives are stories. There are many types of narrative text itself, such as: folktales, fairytales, fables, myths, legend, science fictions, modern fantasy, short stories, pictures – story books and ballads. Narrative text consists of some forms of word such as noun (commonly the name of the character in the narrative text), Adjectives (e.g. short brown hair), Action Verb (e.g. ran, asked, walked), adverb and adverbial phrase (here, in the mountain, happily ever after), and the common tenses that use in narrative text are simple paste tense.

Knowing the meaning of the words in text makes us interested in reading a text, to memorize the word in a text, a strategy suitable in order to make all the students participated in process of learning English vocabulary in reading narrative text.

6. The Nature of Motor Imaging Strategy

Takac (2008, p.17) state that vocabulary learning strategies play an important role in vocabulary Learning. One of the suitable strategies that

can be used in teaching vocabulary is Motor Imaging Strategy. In Wiesendanger (2000, p.64), the procedures of motor imaging strategy encourage students to correct a new word with pantomime or psychomotor meaning as well as language meaning.

According to Casale - Manzo (1985, p.244), the advantages of this strategy, Motor Imaging (MI) involves the sensorimotor, as well as affective and cognitive domain. Then, It is sometimes known as proprioceptive learning-learning that comes to reside within the nervous system. It means involves physical in developing knowledge to student's vocabulary. Then, Caselo in farstrups and Samuel in Sismaroza (2013, p.3) states that motor imaging teaches the strategy of connecting a new word with its meaning and relevant gesture. This sentence means teachers and students mainly gesture to know the meaning of the word.

Wiesendanger (2001, p.64) states that motor imaging is most appropriate for the less verbal students, who rely on their experiences when interpreting texts. By pantomiming and acting out the meanings of the words, they can relate their experiences to verbal information. Furthermore, Casale in Yunus (2013, p.4) explained that motor imaging may prove to be a successful approach to vocabulary acquisition because it enables the students to use multiple modalities the visual, by reading the word; the auditory, by saying the word; and the kinesthetic, by using arm motion. With the motor imaging approach, the student pairs a new vocabulary word with a gesture that describes it.

Motor Imaging relies on a form of learning that incorporates muscle movement to supplement conventional means of word learning in the text. Motor imaging teaches the strategy of connecting a new word with its meaning and relevant gesture. It means that teachers and students mainly gesture to know the meaning of the word in the text. Motor Imaging strategy is the strategy that is using body movement to create the meaning of word, it will make the classroom fun and enjoyable, because the students make a body movement in order to be active. Regarding to this research study, In order to work well this strategy, the students need to be able to act out images and relate the action to the word meaning from the text.

Furthermore, Welkes (2008, p. 21) defines Motor Imaging Strategy may prove to be successful approach to vocabulary acquisition because it enables the students to use multiple modalities. With the motor imaging, the student pairs a new vocabulary word with a gesture that describes the words. Next, Casale in his journal "Motor Imaging A Reading-Vocabulary Strategy" (1985, p. 619) stated that Motor Imaging is A Reading-Vocabulary Strategy, teaching a specific set of word meanings, as is called for the pre-reading steps of most guided reading lessons.

Additional information from the strategy is the consistency of students' pantomimes for a given new word meaning suggests that fairly common psychomotor meanings exist and are effectively elicited and elaborated. In order to work well in this technique, the students need to be able to act out images and relate the action to the word meaning.

According to Casale and Manzo (1995, p.280), Motor Imaging involves the physical sensory, as well as affective and cognitive, domains. Motor Imaging relies on a form of learning that incorporates muscle movements to supplement conventional means of word learning. It means that Motor Imaging strategy is the strategy that is using body movement to create the meaning of word, it will make the classroom fun and enjoyable, because students make a body movement in order to be active.

According to Manzo and Manzo (1985, p.281), there are some steps used in Motor Imaging Strategy:

a. The teacher takes a difficult word from the text, writes it on the chalkboard, pronounces it, and tells what it means.

b. The teacher asks the students to imagine a simple pantomime for the word meaning ("how could you "show" someone what is word means with just your hand or a gesture?")

c. When the teacher gives a signal, students do their gesture pantomimes simultaneously.

d. The teacher selects the most common pantomime observed. The teacher then demonstrates it to all the students, who then say the word while doing the word while doing the pantomime.

e. The teacher repeats each new word, directing the class to do the pantomime while saying a brief meaning or simple pantomime.

f. The students next encounter with the word is in the assigned reading material.

g. The teacher should try to use the pantomime casually whenever the new word for a short time thereafter.

7. Teaching vocabulary by Motor Imaging Strategy

First step before applying Motor Imaging strategy, the teacher gave the students, each of the students papers sheet about reading material (in this study a narrative text). Then, explain to the students about all aspects of the narrative text. The teacher takes the word or asks the students the difficult words from text then observe the common words chosen by the students. After that, the teacher applies all steps motor imaging strategy in the classroom.

As we know, what we plan sometimes is not same as real situation. In this research, the writer hopes that all of the students participated in the classroom, means that, confident to act out or express the word meaning, but some of the students feel shy to do it, and just laugh to see the other, the advantages is that the situation in the classroom is more fun, not boring, and enjoyable that make the students memorize the word. In this study, the writer sees the differences in teaching vocabulary in reading narrative text by using motor imaging strategy, the students are able to memorize the word rather than teaching vocabulary in reading without using motor imaging strategy, it can be seen when the teacher assesses the students' comprehension about their vocabulary, they still remember and know the correct answer given by the teacher rather than the students who are not taught by using motor imaging strategy, some of the students did

not remember the word meaning when the writer asked the students about previous lesson.

Based on the explanation above, the writer concludes that Motor Imaging strategy is a suitable strategy that can be used for helping students to improve their vocabulary, the students also can express the words and participate in learning process, make the classroom fun and enjoyable in the process teaching and learning of English.

8. The Relevant Research

The writer found some previous studies related to this. The first research entitled Teaching Reading of Narrative Text by Combining SCANR Strategy and Motor Imaging Strategy at Junior High School Students was conducted by Syaifuddin Yunus (2013). The result of the study was by Using Motor imaging strategy to know the meaning of unfamiliar words, learning reading the narrative text will be easier to understand and make the process of learning fun.

The second researcher entitled Teaching Vocabulary by Combining Motor Imaging and Interactive Word Walls Strategy at Third Grade of Elementary School carried out by Marce Sismaroza (2013). The result of the study was motor imaging is one of the strategies that can help students to understand and know the meaning of the words based on the movement practiced by teachers and students in learning activities in the classroom. This strategy is the right strategy to help students remember words and can solve problems that they encounter while studying.

Teaching Motor Imaging Strategy to improve students' vocabulary in reading in this research beside the more fun classroom situation, the students were also more active and most of them participated in the classroom activities.

B. Operational Concept

There are two variables used in this research, they are variable X that refers to Motor Imaging Strategy and variable Y that refers to Students' Vocabulary.

Variable X (Motor Imaging as the strategy of learning English)

1. The teacher takes a difficult word from the text, writes it on the chalkboard, pronounces it, and tells what it means.

2. The teacher asks the students to imagine a simple pantomime for the word meaning ("how could you "show" someone what is word means with just your hand or a gesture?")

3. When the teacher gives a signal, students do their gesture pantomimes simultaneously.

4. The teacher selects the most common pantomime observed. The teacher then demonstrates it to all the students, who then say the word while doing the word while doing the pantomime.

5. The teacher repeats each new word, directing the class to do the pantomime while saying a brief meaning or simple pantomime.

6. The students, next encounter with the word is in the assigned reading material.

7. The teacher should try to use the pantomime casually whenever the new word for a short time thereafter.

Variable Y (Students' Vocabulary in Reading)

1. The students are able to identify the meaning of the words in narrative text;

2. The students are able to identify the correct spelling of the English word in narrative text;

3. The students are able to identify the meaning in relationship (synonym or antonym) of the word in narrative text;

4. The student are able to identify about the word formation in narrative text;

5. The students are able to identify the appropriate words in narrative text;

C. **Assumption and Hypothesis**

1. The Assumption

In this research, the writer assumes that the result of this research shows that there is a significant effect of Using Motor Imaging Strategy on Students' Vocabulary in Reading.

2. The Hypothesis

a. H_a is accepted if Sig.(2 Tailed) < 0.05 It means there is a significant effect of students' vocabulary in reading of narrative text between those who were taught by using Motor Imaging Strategy and those who were not taught using Motor Imaging Strategy.

b. H$_o$ is accepted if Sig. (2 Tailed) > 0.05 It means there is no significant effect of students' vocabulary in reading between those who were taught by using Motor Imaging Strategy and those who were not taught using Motor Imaging strategy.